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ABSTRACT

WHILE ATTENTION AT THIS CONFERENCE WAS DIRECTED PRIMARILY TO PLANNING A LIBRARY FOR A SMALL SCHOOL (AN ELEMENTARY DIVISION OF 150 AND A JUNIOR HIGH AND HIGH SCHOOL OF UP TO 200), THE IDEAS AND CONSIDERATIONS HAVE RELEVANCE TO THE PLANNING OF ANY SCHOOL LIBRARY. CONCLUSIONS DRAWN FROM THE SESSIONS ARE PRESENTED IN REGARD TO--(1) DIVISIONS OF LIBRARY SERVICE, (2) MEDIA AND ELECTRONIC EQUIPMENT, (3) BOOK COLLECTION, (4) LIBRARY ATMOSPHERE, (5) CATALOGING MEDIA, (6) LIBRARY LOCATION, AND (7) STUDY CARRELS. A CHECK LIST FOR LIBRARY PLANS IS INCLUDED. (FS)

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WHAT'S IN A LIBRARY?

SCHOOL FUNCTION: PRESENT AND FUTURE

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Report of a conference held at The Selwyn School, Denton, Texas, April 1-2, 1968, as an approach to library planning for the Incremental school

The Library Planning Conference, of which this pamphlet is the outcome, was made possible by a grant from the Jonsson Foundation of Dallas to The Selwyn School, which in planning a library for its future needs, wished to approach the problems involved openly and creatively.

The Selwyn School is an independent college preparatory school in Denton, forty miles north of Dallas. It has an elementary division for day students and a high school division in which a proportionate number of boarding students are enrolled. Total enrollment is at present limited to 350 and a library adequate which would house all the books and periodicals needed by students.

The Trustees of The Selwyn School have given to The Selwyn

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SCHOOL LIBRARY PLANNING CONFERENCE AT THE SELWYN SCHOOL

Introduction

It is of some importance to note that almost all of us who took part in The Selwyn School Library Planning Conference approached the enterprise with the feeling that here, now, once and for all, we would put to the test every aspect of the library and we would discard all that we found useless, outmoded, inefficient, and irksome. No one expected the conference to produce many dazzling new ideas, but few of us expected that the concept of the traditional library could so effectively withstand the assaults we made upon it. It became apparent that much can be done to improve the library, but there is as yet no worthy pretender in sight to replace the library as we know it. With this consideration in mind, we found ourselves in close agreement as to what exactly we wanted in our library.

We found that after the conference was finished and our thoughts were distilled from the seemingly endless hours of recorded tapes and written summaries we were capable of beginning meaningful discussions with an architect. We had clarified much current thought on library functions, designs, and procedures, and should certain aspects of the following report appear oversimplified and even rather obvious it is only because we have included every function of the library which survived our examinations.

We have made every effort to consider the library in a general sense, but our deepest concern has been to determine the definition of the library we will have at The Selwyn School. Our aspirations for our students are shamelessly high, and accordingly we have planned our library in the same manner that an artisan would design the tools of his craft, functionally capable of producing the desired end product.

In searching for a consultant who could lead our conference we looked for a man who not only knew his field, but also took a creative approach to library planning, The man most frequently recommended to us was Dr. Ralph Ellsworth, Director of Libraries at the University of Colorado. We invited him, and he was able to come. Dr. Ellsworth, in addition to co-authoring the book *The School Library* sponsored by Educational Facilities Laboratories, has been a consultant on over ninety library projects of various kinds. We felt that what he had to say by way of introducing the subject of library planning to us was so valuable and provided so much for us to digest that we have printed it verbatim. Following his remarks is a summary of our own conclusions in discussion sessions.

It should also be noted that while our attention was directed primarily to planning a library for a small school – an elementary division of 150 and a junior high and high school of up to 200 – Dr. Ellsworth's ideas and our own considerations have, we hope, some relevance to the planning of any school library.

WHAT'S HAPPENING IN THE SCHOOL LIBRARY

Opening Remarks by Dr. Ralph Ellsworth

(It should be emphasized that what follows is conversational in tone, with the participants sitting around a conference table, rather than a prepared speech).

At the university and college level I am starkly impressed by the fact that every institution is very individual and very different from every other institution. Even in California the state colleges, which are organized under a state board and are supposed to be alike, really are quite different: Los Angeles State has a character that is quite different from San Fernando Valley which is up the road a few miles. All around the country there is a tremeddous individuality in higher education. Now, I've enjoyed working more with colleges than I have the large university libraries because there is more individuality at the college level. Research programs on the large university campus tend to be pretty much alike. For example, in terms of library equipment, the chemistry department at the University of Wisconsin isn't very much different from the ones at Illinois, Iowa, Colorado or Berkeley. But the college level needs of those institutions can be, actually are, very different. Wisconsin, for example, has had a very conservative attitude toward the creative arts, whereas at Iowa they have always been emphasized tremendously. Now I have found that although I can't spend a lot of time in the elementary and secondary schools, it is important to do so if you are interested in higher education, because many of the methods that you see in operation in the lower schools are methods that the university will be using twenty years from now. Unfortunately it is true that the university faculty member does not take well to considering methods. Things consequently don't change very rapidly at the university level, in terms of how you teach instead of what you teach. But in the elementary schools and secondary schools the teacher is not so hidebound and new ideas are coming out all the time. So I like to go to the lower levels and see what is going on in terms of methodology because I learn tremendously from that, and find doing so extremely useful and interesting.

The reverse is true in terms of the use of physical facilities. I don't quite understand why that is true, but I suppose the reason is that local schools are under the thumb of the community and the community is always very conservative in its attitudes towards what the school should look like because they think of it as kind of a symbol. At any rate, to illustrate my point, we have been building college and university library buildings using an "open" plan ever since World War II because we had to do it: we had problems that couldn't be faced with the old monumental type of library building. We had to get a building that would permit internal adaptability and would enable us

to adopt new programs and start doing things in new ways. So we are quite far ahead of our lower schools in our concepts of use of space but very far behind in terms of ethics. Now I got into this directly when EFL asked me to do a book on school libraries, with an architect to do the illustrations and lay-outs etc. In preparation for that I did go around to various places in the country and talk to people. Mostly I found it helpful to go to the elementary schools and find out who the really great teachers were in the schools and talk to them, but not about what existed in the schools, because there weren't any school libraries that were worth even talking about in 1962 in this country. There wasn't a single one of them anywhere that I thought came up to the standards that I thought they should have. So it was a matter of trying to figure out inductively from what the teachers were doing and would like to be doing what a school library should be like. So that book was more of an exercise in imagination than it was the survey which I originally conceived I should be doing. I have not tried to keep up with all the developments in the school libraries throughout the country: I simply haven't had time, but I know in general what's going on and can see a pattern. The Knapp School Library experiment was an attempt by the Association of School Librarians to use a grant of a million and a half to improve the situation. I think this project has carried thinking along very well and lots of new school libraries are developing.

I want to say another personal word or two. I think the future is so much bigger than the past in terms of school libraries that one can almost approach the problem in that way. I mean by that there are so few examples of good thinking in this field that one can turn to except a very minimal number, and there is so much that one can imagine, that I think that that's the way to look at it. Now EFL is interested in experimentation because they found that in the elementary and secondary schools there was a tremendous amount of inertia to overcome in getting schools to think about their problems in a new and creative way. They found the same thing at the higher education level, but not so much so because there has been more experimentation forced on the universities and colleges in terms of physical developments; so emphasis until recently has been on the higher level.

The question of what has happened to libraries in the last ten years is a relevant one and I've tried to think about that in the following way: it seems to me that the biggest thing that has happened is that the public has become conscious in the last decade of the use of knowledge in a way that only a minority of the population had been thinking about, prior to a decade ago. The expert has always known that, but it seems to me that as a result of the contributions of science in medcine and in warfare (where obviously everyone can see what science can do), there has arisen a respect for knowledge and a really basic assumption on the part of the American that his lot or his occupation, or whatever, can be improved if only he knows how to get at the knowledge there is and apply it. Now it was only twenty-five or thirty years

ago that in all but the big centers in the country, the boy or girl who went to college was looked on, not exactly as the town idiot, but certainly as an early day hippie; and everybody would shake his head and say, "Well he'll be an educated fool and there's no common sense you can give him". (I'm not talking about urban centers, but about rural and middle-class America.) That idea has been dead for about a quarter of a century, but it's an idea that we still see in a curious way, although not in terms of the usefulness of knowledge, so that I feel that it is safe to say that both the schools and colleges and everybody else have transferred that feeling of respect for the usefulness of knowledge to respect for the carriers of knowledge. The old Carnegie Public Library in the late 19th century had a kind of symbolic value that was lost again for a while because there wasn't enough material put in the library to do the citizens much good. But now there is a tremendous revival of interest in public libraries because, again, I think the citizen knows that he needs to get at that information to make his labor union better or his bank more progressive or his farm more productive. So I think that the basic thing that has happened is the realization that knowledge is useful, important, and essential, and therefore you have to have carriers of knowledge around. Where I grew up in Iowa, and I would imagine it was true of rural Texas, the typical schools didn't have any books except possibly a set of Shakespeare and maybe of Dickens. It is inconceivable now that a school could survive on those because everybody realizes that the extent of penetration has to be much deeper than that. So I think this interest in libraries is a by-product of the interest of the public in knowledge and its usefulness.

The interest in libraries shows up in curious ways, in the relationship between the sciences and the humanities, and the way they are treated on the university and college campuses, though I don't suppose it works out that way so much in the elementary and secondary schools; but it is perfectly clear to us that on the campus the humanities, and to a lesser extent the historical social sciences, are taking second place to the sciences. I don't necessarily think that it is because anybody is out to punish the humanities, but basically I think it is because people don't expect the humanities to come up any more with knowledge that can be trusted, that is relevant to the needs of man. I believe it is really that basic. You scratch the surface of a first rate scientist in a university and of course he does go to concerts, does go to plays, reads, is very much interested in the products of society; but if you ask him if he has a child in trouble, in terms of psychological difficulty or some other difficulty, and ask him where he turns for help he would never think of turning to the literature of man's understanding, the great literature which of course is the culmination of man's self knowledge; he wouldn't think of turning to that any more, perhaps the way he would a hundred years ago. He will turn to a specialist who has scientific knowledge. I think that this is part of the problem. The humanities have not been able, in a way which is as convincing and dramatic as the scientists have, to show that they have got any-

thing new to offer, and that is putting it pretty bluntly. It could be that we don't really believe in them. It may be like the attitude of people towards churches in some ways: they go, but their heart isn't in it, and the relevance factor is not in it any more. On the other hand it could be the very opposite—that the humanities are getting a rebirth through a new kind of approach: new voices, new insights, and maybe our Norman Mailer's participation in the civil disobedience situation — I don't know, but I think there is a shift in the way in which people respect the carriers of knowledge; and it certainly at the moment is clear that they care very much more for the literature of power than they do the literature of imagination, although one can cite some examples which are the opposite of that. The theater is crowded in New York City and the concert orchestras are coming along well all over the country; people crave these things, but I think it is more of mere entertainment—which is a bad thing the way I put it—than it is understanding. At any rate there is no doubt but what, even if you have no school librarians and you have no one pushing the cause of school libraries and college libraries you still have them around because man has simply got to use that knowledge, knowledge that he didn't have to use a little while ago.

It is very clear that the result of the last fifty years has produced citizens who insist on using knowledge. Our grandmothers didn't belong to the League of Women Voters and organizations like that, and yet the typical citizen of middle class America is a college graduate, or has had some contact with college and involved with causes of one kind or another, whether it be the League or the John Birch Society, or whatnot. His sense of involvement is exceedingly keen. Two or three weeks ago I was in Dallas working with S.M.U. and was taken out to the temple where Rabbi Olin gave a very fine speech on his twenty years as Rabbi, and what he said, just hammered away at, was "Relevance, Relevance, what's going to happen to the synagogue?" "Well," he said, "It is going away; unless it can be relevant it has nothing. These beautiful things here," he kept saying, "are fine, we love them, but if we have nothing to say on integration problems and peace problems we are out." And so I think this relevance issue, in terms of the citizens, means that any level of library is just filled up with people in there after facts. Actually there are more citizens of Boulder, Colorado, using the resources of the University to get information on current problems, than there are faculty, (who, of course, can get everything done by their assistants.) This is a shift, you see, so I think these things are factors behind the development of school library. It is also true that you can promote these things, you can change attitudes. The Knapp project is having a tremendous impact on the secondary school administrators and I guess it is fair to say, at least E.F.L. tells me, that this book we got out is having quite an impact, not on the school librarians themselves so much, but on the school administrators. Now you are getting also quite a shift there, (I'm not talking about private schools because I think attitudes have always been more academic there). But I do know that the typical principal and superintendent

in public schools, in the past, was not a book man at all, not really interested in learning. Traditionally he came up through the ranks of coach or vocational program and he did not come up through the academic disciplines, though there have been exceptions and I have heard of them. Things are different today. You go into the schools around the big centers and you will find that the principals are very able and educated people. I can think of a superintendent of one of the suburban schools in Denver who is as well educated a man in the humanities as anybody I have run into. But it hasn't always been true that way. Now it has been very difficult for teachers and school librarians to get any place with the coach type of superintendent. I'll give you an example of this: I was visited by a school librarian from Phoenix about the year before I did that book, who wanted a job in our library. She said that she couldn't stand it at her present school because her principal told her that her job was to run the library as a study hall and forget all this nonsense about students and books. So she sat there at the head of a large hall keeping order. Well, that wasn't her idea of what she wanted to do and tried to get out. That was not a typical situation. In one high school I was working on, the principal, who is still the principal, did not want us to have more than about 8000 books. The old school library had about 1500 books in it and had seats for not more than 18 students, and was a very large school. We said that we wanted that library to have 35,000 books in it. The principal was scandalized by this and said that it was nonsense. Well, we finally got him up to 12,000 and they got quite a nice library out of it. Then he began to see what happened: that the students began to respond to those books and they didn't tear them up, and it did work out to put a bank of books stacks with study carrels behind them where the students could have privacy without a school librarian or principal snooping on them. They responded so well that they then needed not 12,000 books but 20,000. Now this same principal is going around the country boasting about his new library and vowing that he will raise the number to 35,000. Things do happen that way. And things can change as a result of external and internal things too. But it's not been in America a very receptive and fertile field in which to plant books in public sectors. Now maybe in the private school it has been better.

Well now, these are reasons why I say I think we've had a change in the attitudes toward school libraries. There has been a great broadening in the respect for knowledge and its demands on the part of the educator and better educated citizen. Of course there are other things like TV which have also helped expand public knowledge. As a result of demands for better education the public school administrator has seen that it is time to do something about it. Not only that, he's a better person himself. Well, those are reasons why we have had a change.

Now what is changing? What is happening? Well, at all levels the first thing that is obvious is that the libraries are now thought of as nice places to work in. There wasn't a really good school library in the country until just a

few years ago. The best of them would be a rectangular room with tables in the middle and a few books. Some of them had lounge chairs in them, some had group study rooms in them, some had beautiful colors and carpeting and different kinds of light: the best one I ever saw was at the University of Chicago Experimental School. But in general, this idea that the school library building or the college library or university library building should be a charming place is relatively new. In this respect the public library has been way ahead of the academic. Enoch Pratt Library in Baltimore, which is just 50 years old now, has practiced this point of view for a long time. They even had windows at sidewalk levels that advertised the place instead of having windows 30 feet up in the air the way the New York Public Library does. I think you can see in the Cleveland public library many of those examples of charm. Most of the higher academic libraries had rare book rooms, that were really very nice places, but at the same time, most of them, like Wisconsin and Yale, herded their readers into big reading rooms where their were hundreds of people sitting there at tables.

Libraries have begun to open up more and are beginning to open for longer periods of time. Schools are even doing this, but not many of them; most are still the sort of places where the kids get down there at 7:15 or 7:30 in the morning for their music, and their are in classes all day with maybe one free hour, but then they get out about 3:00 or 3:30 and the library closes at 4:00.

Well, anybody who knows the slightest thing about kids knows that after staying cooped up all day they are in no mood to settle down and use the library. As a result the library isn't used much. It is even worse at the junior high level. It is never open when the child and his friends have free time. What is the point of the library in this kind of school, what is it supposed to be doing? To this day I haven't been able to figure it out. The idea that a student is able to come back in the evening and use a high school library has been, until recently, heresy, but in schools where the library stays open until, say, 10:00 p.m. there has been a splendid response.

People are even beginning to get the idea that we can design furniture for people. The best we've done so far in furniture design is to get smallness for children, as though little people were just like big people only smaller. And of course, they're not. You can see that in the way in which students will use a carpeted library like that in Colorado College, in Matske, in Foothills or Gatos or any of them. They perfer to either sit or lie on the floor or sit in a chair, take their shoes off and put their feet up, which all of us do if we can get away with it. And so it would seem fair to me that the design consequence would be to have barca-lounger chairs in libraries so that we can lean back and put our feet up, rather than ignore the problem as we do now, when we sit in one lounge chair, pull up another one and put our feet in that.

It's a little bit uneconomical and sometimes hard on the furniture. But I have never seen a barca-lounger chair in a library. We really haven't gone after the problem very systematically in designing furniture for the shapes of people. We just don't want to admit that when we go home we take our shoes off and put our feet up. We don't sit at the dining room table and read the *Atlantic* or *Harpers,* nor do we watch the television sitting at the dining room table.

I think also a respect for privacy is certainly clear now. We don't herd people into big reading rooms today. True, we build libraries with a loft type of construction, I mean just like an office building without any bearing walls – sometimes without any walls at all – and we make them so that you can divide the large areas into small areas. But we don't put great numbers of study rooms. The report, *A Study on Studying,* which was made in California, proves that students don't care any more for big reading rooms with ceilings as high as 30 feet, like the rooms at the Columbia and Michigan libraries. They were built long ago and those rooms are empty now; students prefer to get off in corners. You see the same psychological attitude in a night club. You don't drink beer in the midst of 400 people, you drink it in booths. Only if you want to dance do you go out into the middle. So with libraries people want privacy and the physical facilities to accommodate them. They will even put up with poor lighting conditions if they can get off in a corner. You see that over and over again at all levels. Instead of having a lot of big flat tables you can have nice comfortable carrels with visual privacy and the kids will go for those first. Then they'll go for the lounge furniture, and last of all they will sit at the tables. This is a generalization, but it holds pretty well. It works out that about 70 to 75 percent of the readers want to work in privacy; about 10 percent in group study rooms, and about 10 percent in the form of flat tables. The remaining few, of course, don't want to study anywhere. If you violate those ratios you will find your space wasted. But at least the desire for privacy is there. You go down to the University of Texas undergraduate library and you'll see back behind the reading rooms the group study rooms. Those are almost always filled up first, and then of course they move out to the middle tables because there is no more room. But you can see the same principle demonstrated all over the country: where you give the students an equal access to different kinds of study areas they will always go for the privacy first. This seems to be true at all levels. Those of you who saw the Matske School know that the kids are proud of that facility and they use it and use it well.

I think there is also an attempt now to enrich the environment in which people read. You expect nowadays to see lots of pictures and pieces of sculpture and good works of art of all kinds. You expect to see rich and tasteful use of color so that you automatically learn a taste for color, just as by talking to people who use language right youngsters learn how to use language

right. But we have not in the past surrounded them with fitting examples of what is right in the field of aesthetics and what's beautiful. So naturally when they tried to learn about what was beautiful it was an artificial type of thing. By providing it so that it is natural in the environment you produce good results. So in these school libraries you do find an attempt by the architect on the library to think of the total impact of the environment that the kids work in. Now it would be nice if all our colleges and universities would do that. Instead we herd our students into classrooms of two or three hundred and we might as well be teaching chemistry as English in these classrooms. And to get full utilization out of our space we're wedded to the idea that we use the rooms from 8:00 in the morning until 10:00 at night. Which means you can't build up a rich environment in those rooms. Ideally, if you are teaching an English Literature class you should be in a room with literature objects surrounding you, so that both the instructor and student feel that his environment is contributing. Well, school libraries are making an effort to provide a contributory environment. In that connection, Robert Lewis, who is working over in Aspen, Colorado, has been doing some very interesting things with science gadgets in the teaching program. He builds exhibits that teach something. He builds playground equipment that unconsciously makes students aware of mathematical principles so that they are learning some things without knowing they are learning them: proportion and things like that. He builds exhibit cases. In the school that we are doing for Hammond, Indiana, the library is going to be in the center and it isn't going to have any walls around it. Instead, between the columns there are going to be exhibit cases. And in these cases Lewis is building a whole series of various kinds of exhibits to illustrate not only principles and facts but cultural conditions as well. They are going to take steel mills in Hammond and make exhibits so the kids can see the mills from an angle somewhat different from what they do as youngsters whose fathers are working in the steel mills. Lewis is trying to visualize a man and what man's up to, by using physical exhibits as well as books, motion pictures, and what not; so, for instance, a panel will have a map of the Far East imbedded in it. You walk up to it and you see the map and nobody is necessarily teaching you geography of the Far East but you unconsciously absorb the features. He's invented small devices that enable a student to study the sky and geology. If you have been down in Tucson, Arizona, and out to the Desert Museum, you walk through a library that isn't a library at all. As you walk down the path you come to an exhibit of erosion; you press the button and a man tells you what you are looking at. As you watch it you see water come into this exhibit and you see how it affects the soil and what the different conditions do to it. That kind of thing, which is old stuff in museums, is the kind of thing that Mr. Lewis is going to try to do in that library. So by enriching the environment in all possible ways I believe that we are going to get a tremendous impact on kids that in the past we tried to get only by direct teaching. I think that's one of the things that you are seeing.

Now you're seeing also quite a lot of up-grading among the librarians themselves. This is indirect and direct. The contribution of the library schools is very important there. A few years ago they were concerned with teaching students how to catalogue, but now we have been able to find a way to do this indirectly. Nowadays we concentrate on taking people who have had a college education and giving them futher enlightenment about the contents of books, the world of automation, and teaching them how to use scientific management principles to organize their work, so that they can master their activities and control the activities, rather than have the activities control them. So that from them we are getting a better kind of librarian. Salaries, too, are coming up so that we can attract better people. Also, I think that the day is gone (but not altogether because I do see it in plenty of colleges and schools), where the school librarian is a teacher that didn't make it. She was just put there to fill the post. There are probably hundreds of such people still in existence. You see it on the college level too. I was over at a college not too long ago working and the librarian was a nice lady, but the assistant librarian was an ex-professor of history who simply irritated the hell out of his colleagues. They couldn't stand him in the classroom so they made him assistant librarian. He was trying to catalogue books and he didn't have the faintest notion about what he was doing and he hadn't gotten a book done for several months, but there he was and he's still there. On the other hand that's a passing scene and librarians nowadays tend to be attractive people, with vitality and graciousness and interests.

I think it is fair to say that we are getting more stuff in the libraries now. Now this, I must say, is mostly the result of the government, with the grants that have been made to schools and colleges for materials coming on top of the Knapp experiment and the other activities of the Association of School Librarians. All of this is happening at the right time, and so the schools are getting filled up now with lots of books. We have had a tremendous influx of federal money into our school libraries which certainly has helped a lot and has primed the pump as far as local interest is concerned.

The next thing is, of course, the attitude on the part of the librarian to what the library is. The librarian who feels that the library is a mere book-centered place is out. A new college in our area, just organized, hired its first librarian and then let her go because she was insistent that the audio-visual material did not belong in the library. Today the library is thought of as a place for all the carriers of learning. It's a funny thing, nobody ever thought in the past that the library shouldn't change as the nature of the carriers changed. A long time ago we moved from clay bricks to scrolls, but I find no evidence that the libraries didn't want the new fangled inventions around. It is true that when you got the invention of printing there were some people in Europe, (they weren't really librarians, they were noblemen) who thought that the printed book was less noble than the hand lettered book. But in general, as we moved from bricks to scrolls to manuscripts to the printed

book to these other new forms everyone thought that the transition was natural. But now all of a sudden there is resistance to the new media on the part of traditionalists, of that we have a kind of separation here, a difference of opinions between librarians and audio-visualists which was pretty distinct until just 5 or 6 or 10 years ago. Now things are coming together again and I don't see that there is a conflict, although I know that on the university level the librarians, particularly of the large ivy-league universities, don't really get the idea yet. Most schools now are just taking it for granted that the library is one of several places, but by no means the only place, where the individual can and does use the audio-visuals. The use of audio-visual material orginally grew up outside the library, because viewing films or slides, or hearing records, was a class activity; it was only natural that it grew up outside. Things have changed now and it seems quite logical that you can think of the library as a place where the individual makes use of all kinds of material. The multi-media approach is just now developing.

I think another fact worth stating is that when I started writing that book, I could not find a single example of a public secondary school that had a separate library building; libraries were all so small that they could be tucked away in a corner of the school. And now there are lots of schools that are planning the concept of a library that is either big enough to justify a separate building, or at least if it is a part of a complex it has got enough space to do all the things people talk about. Now it is funny that in England there were schools a long time ago that had large libraries (private schools) in separate buildings, but it did not happen in this country, because I don't think we realized the role of the library.

As far as semantics are concerned, there is battle being waged as to whether we call the new library complex a "library" or a "learning center". It annoys traditionalists to have a good word like "library" turned into educational jargon as "learning center..' What ought to happen is that people should upgrade their concept of the word "library" and not just pick on a popular term to express the same thing. But I have to be realistic and say that if the term "learning center" is what it takes to get the library right well, I'll buy it. Now as far as the real meaning is concerned I would say quite strongly that I can't see what a library is if it isn't a learning center. A library can be just a quiet old hall, in the old sense of the word, but I don't know why a library can't be the whole school, as it is at Matske. The "library" is spread throughout the school, and there is no formal distinction in a physical sense, nor should there be any distinction in the functional sense. If there are two or three kids that are working on a project, it would just seem logical to me that they would move on over into another area where there are some materials which they would use; that's really using the library, that's making the library a learning center. Over in England, south of London 30 miles, there is Ifield Junior School. It is a public elementary school, it has its own playing fields, and is much like a campus. The whole building, though, every room, and every wall

of every room in the building, including the halls, have sloping shelves on them—3 and 4 shelves— and the books are everyplace. Now I didn't find any in the men's john, but that is the only place in that building, including the headmaster's office, where there weren't books. True it was books, it wasn't audio-visual aids, but that is understandable, and the audio-visual stuff will come. Now that's a learning center; the library is the school, it is everything. Now you wonder how any student finds a book, and I must say I don't quite see what they do when a student wants a book that is in a classroom, but the classes are sufficiently informal in nature that people can go wandering in and out. So in this sense the school becomes the library and the library becomes the school.

In an attempt to express this concept at the college level, we should have a merging of the faculty function, the library function and the materials function so that the library is the midst of it all. So if you want to call it learning center that's fine with me. If you want to be traditionalist and call it a library in an enlightened use of the term, that's fine too.

Perhaps we could visualize building a library center for a school which would be central to the campus and maybe would include teaching areas, but certainly a place very much in which various traffic patterns of the school will come together and merge. Now I don't mean the students come charging through where there are tables for study, but that somehow we must make a physical condition where people will come to that building in the course of their daily rounds. The problem is to do it and avoid the difficulty of people coming charging through. There are various ways of doing that. We talk of the library as being the physical center of the campus, but really what we mean, at a college, is that it is on the edge of the center so that you have got to get in there, but you come into it in a way so that you don't upset everybody who is already in there. You can do it by the edge concept, or by the level concept; for instance in Pueblo where they have built a new college campus and where there is very hot sun, and lot of wind too, they are building the whole campus so that there is a walk through level. You walk through the library at basement level, but go upstairs to go into it.

As I said, in the new Wallis Elementary School in Hammond, the library is in the middle of a large quadrangle, and there will be no formal barriers, so everybody will be filtering through the thing. By skillful use of exhibit cases and of the furniture you will handle the lines of movement, so that the people who are going through there do not constitute a hazard; but they will be going through there just the same. So that becomes then a problem for the architect. The principle is completely sound because as we all know accessibility is one of the main reasons why people will read the things that are there.

Now about technology, I'd suggest first of all that we begin to recognize that 500 years ago a man by the name of Gutenberg invented a process which was quite revolutionary and that process just simply freed people. It was a kind of academic reformation, so that just as the religious reformation re-

moved the necessity of going through the priest to get at God, so Gutenberg relieved the individual from the necessity of going through a teacher to get at knowledge. But we still haven't recognized it, we still teach, by and large, on the assumption that you have got to go through the professor, or the teacher, to get at knowledge, which is absolute nonsense, and we ought to recognize this. I suppose the two biggest recent technological revolutions have been the paperback and the Xerox copying machine. They are not as dramatic as the computer, but in terms of their application they are terribly important. Most of the stuff that we use of a classical nature you can buy in paperbacks. Why shouldn't a student own those, why should this be a library problem? Now a paperback isn't too good in a library because it is too fragile, since the loose binding comes apart, and hence is uneconomical; so when you buy a paperback for a library it is better to spend the money to put a binding on it if you want it to be used a lot. On the other hand, you can make it a dispensable, expendable item. Reed College, for years, has brought 40 and 50 copies of paperback of lots of things for its library. They have a storeroom; they put the books on the shelves when they are relevant and put them away when they are not; alternatively they throw them away when the books fall apart.

Now the Xerox, of course, is tremendously revolutionary. But it is based on the fact that you have something to copy, so when you haven't got anything to copy Xerox doesn't mean very much. For instance, in our library up in Boulder, we are now making 600,000 copies a year on the thing and five years ago weren't making any. That kind of use is all over the place. Students take a periodical article and roll off a Xerox. That's great revolutionary device.

Now for some more devices. I don't know why we get so excited about phono records and tapes because we have had those around for a very long time. You could spend, I guess, about $6,000 a year if you want to buy the current output of records and tapes; that's about what it would cost. We used to build listening rooms, so that you could hear records and tapes, but we don't do that anymore. We just put the players around and then students can plug in the earphones and get sterophonic reception which is usually better than you could get at home. The only issue there is whether you want to have a central lab with dial access to it, or whether you want to have portable equipment. Now if you have a lab and a technician, you can call him up and tell him you want Beethoven's 5th out, so he pulls it out, and then you go to the booth and listen to it. Alternatively, you can have the record on the shelf and the student puts it on his own player. I think it is a matter about how you feel about regimentation. I like freedom. I like to do it myself. I don't mind playing the record and if I want to I can back up and repeat a part of it. Now if you go to Oral Roberts or Oklahoma Christian or Grand Valley you have to dial. Then you take the record or tape as it comes and if you want to back up and play a phrase over again you can't do that. Now I don't like that very well; in other words I would rather put my money into direct playing by the individual.

Now you have another side to the problem though, I don't know how much use a small school will ever make of the data banks and all the other regional and national organizations, though certainly the universities are doing so. In a school you have to scale the project down to meet your own needs. It's well summarized in the pamphlet *The Impact of Technology on the Library Building,* which E.F.L. sponsored last year in response to the computer revolution condition. College and university presidents have been brainwashed by the technicians who say the book is dead, and that they don't need to put any money into a library building, and why buy all those books, because all you have to do is plug in the computer. This is getting so serious that university presidents (being kind of innocent people anyway) are really believing this. So EFL put on a Conference with the best technicians in the country from such places as General Electric and Bell Telephone Lab and IBM, and some really first rate architects, and two or three university librarians (who were instructed to keep their mouths shut and listen rather than talk, which is hard to do.) They put on a conference and it came out about this way: that for records and tapes which you produce yourself, including closed circuit television tapes, video tapes and such stuff, you run that in your own shop and can probably present it on an individual basis. All the stuff that will come over the computer will be coming either out of telephone wires or, sometime in the future, will be carried on micro-waves. So you use telephone wires for all the data that will come over the computer. Now that could be very expensive, but we hope it would be a Federal Government activity tied in with the large universities, because the cost of making data available on the computer is so very high that it could be afforded only if you could finance it federally. So it would have to be a federal deal or nothing. That will be over the telephone wires and it is very easy to run a telephone wire system around any building.

Now: closed circuit television, which of course is tremendously revolutionary in the schools at the elementary and secondary level as well as at every other level. Now that takes two wires: the coaxial cable, the size of your fingers, and a power wire. You also need a telephone wire so that you can talk to the source, the data bank. It's not too hard to see how we build buildings to make it possible to have access in that way. You put in a double ceiling or a double floor and bring your wires through them to jacks in the carrels. If you build a loft building you have a choice. You can puncture your floor system with access, but that is a very expensive business, or you can run your conduits around your outer permanent walls, if you have any, but that doesn't do a lot for your interior. Or you can do the loft building with a furred down ceiling and bring your wires down a column and out from there, which most architects are beginning to feel is the most sensible way. So anyway, you can tap on to closed circuit television. Now if we get video transmission of images, that too will come over the television or on the telephone wires. Now let's say that it now comes over the wide band telephone wires;

you have a device whereby, if, say, you are teaching at Albany, you call up and say to the New York Public Library that you want a copy of a page from an old book, so they go to the stacks and get it out. The system won't take a bound book so the first thing you have to do is to Xerox the page you want to transmit. That costs 9¢ a sheet. Then you feed the Xeroxed copy into the machine. It takes five minutes to feed one Xeroxed sheet and it costs you about one dollar twenty to get it off. So you stop and think of the economics of that and find its a pretty costly way of transmitting pages of print unless you are in an awful hurry. It's better in many cases to Xerox the thing and put it on an airplane or send it by mail to Albany. Within the campus, its simpler just to have a boy on a bicycle carry it around. A top telephone engineer at this technology conference said that he thinks we are crazy even to think about using an electronic transmittal system. He said, "We'd like to sell you these wires but it's silly to use them; the system is not economical, nor is it necessary." Now, we've run some experiments at California between the Davis campus and the University at Reno. We found that the quality of the image that we could transmit with existing hardware was about 85% good enough. In other words, if you had a straightforward printed page it would be fine, but if you had a printed page with a footnote in it with small type, chancesare it wouldn't come through very well, and half-tones and colors of course would be out. So such a system has a limited usefulness; and the cost of sending distances like that are about $1.60 to $1.85 a page, and its very slow. That kind of transmission has got to be speeded up and the technology improved before it is used very much. There isn't any reason why you couldn't look forward to it in the future when the technology is better. Now as far as scholars using it for scholarly work, I don't believe it is very likely. For instance, Yale University Library, which has great collections of manuscripts, isn't suddenly going to reduce these to access in that manner. After all, why should anybody go to Yale to do graduate work except to take advantage of the faculty and the great library? Well, Yale is not ready to toss away those resources and cast them upon the waters, because then Yale would lose its drawing power. But I would assume that the school would have access then, in a technological sense, to closed circuit television, to anything that would come over the telephone wires and the coaxial cables as well as direct television. Now the way in which the school uses that is outside of our problem and I think it will be a long time until we get the right mix. At Oklahoma Christian College they are very wise. The academic administrators are not imposing closed circuit television on the faculty, but rather, they are making it possible for them to use it. The faculty member still controls his own classroom. He may borrow and use an expert talking about physicis but he doesn't let the expert become a substitute for him.

Now let's take micros. Microfilms can be extremly useful, but you have to ask yourself what a microfilm is for. When the thing got started in the early 30's people thought of the microfilm as an intermediate storage step between the manuscript, which is available in one copy only, and the scholar. They didn't think that we would try to make scholars read microfilm, but rather that we would get microfilms and then make blowups to give to the scholars. But we didn't then have any real blowup equipment. Now we have pretty good blowup equipment, but much of the time, we are still limited to the intermediate stage because the reproduction stage is expensive. So I would assume that what you would do with microforms is to have them around and provide machinery only when necessary for people to make blowups. You can do that now quite easily. But, again, what do you microfilm? It's silly to make a microfilm of a paperback, and then blow it up again, when you can buy the paperback for less money (people do things like that). So I would say that the microfilm or card or fiche is great for the things that are otherwise unavailable. Now there are early books, up to 1640 or 1660, that are great to have in microfilm because they are otherwise unavailable; hence we are buying those films in the libraries. We do make the scholars read films because we can't afford to blow them up. University Microfilms are publishing a lot of these series which will be relevant to the Secondary School. The American Classics in Exploration, those basic books about the settling of the west and the rest of the country, are not available in paperback and I think that they would be a great thing for a school to own.

We have in the library today tapes of lectures and tapes of programed instruction devices where the individual, as he is doing in some schools, works completely on his own, and there is not a classroom in the school. There is a college in Colorado that is now working that way, and also one in Michigan. The faculty are there to talk to the students who have problems. The students are given outlines and then proceed step by step at the lower level. A computer keeps track of their progress, and then as they go from one to the next, the outline carries them along. It would be good, then, to build a school where the faculty is just sitting there in their offices and are in the midst of these resources. Then if you've got your labs and your studios near by, if they can be, you are just in fine shape to take advantage of technology. So I would argue that we can huff and puff and blow, but the technology will force us to concede to what we jolly well must do.

Of course, the use of a computer can be overdone. In the universities a lot of libraries rushed in for computerization for their operations. It was alright as long as there was a grant to pay for it but when they started to have to pay bills some of them abandoned the idea because it cost them three to five times as much as they spent before. Then there is this business of library control. We could put in a computerized circulation system but we couldn't get time on the computer during the daytime if we used the big university ones; and then we'd look pretty silly if we made the reader sit around until tomorrow because the computer couldn't tell him where the book was until two

o'clock in the morning. That's not the way to run a library; so at Colorado we are going to wait until we get our own library computer so we can give at least as good service as we gave on the old system.

Now there are horrible Orwellian implications in all this. Wagener, up in Boulder, is doing a project for the Office of Education on the close control of a student and his progress, unit by unit, and the materials that would be needed to do the job. That implies that we know enough to sit down and read a Dickens novel and characterize and categorize it in such a way that we say we know what is good for a student and what kind of response he should have. Frankly, we don't know enough about psychology to do that. We may pretend we do. But if we do then you've got this sort of situation: the computer keeps track of the student's progress and at a given point says "Alright, for your next stage these references are the right thing for you." You then have a library which is a bank of reproduction of data of chapters and paragraphs; you press a button and the stuff is pulled our for you, and you can give it to the student in a package. That's what is good for him right now. Then he fullfills the assignment and comes back for more. And all he can do is feed back what you want him to feed back.

There are lots of questions of whether that is the right way to do it. I don't really think that it is except at the most elementary levels. If, for example, you were going to teach an introductory course in American History, you ought to be able to handle that simple thing in such a way that the student would be able to do it by himself without getting into a class. But once he gets beyond the first year course it would seem to me to be inconceivable to use programmed responses unless he simply wants information I don't see that there is anything fanciful in imagining that if a student in, say, this school begins to work on a problem where he needs population data, why he should not be able to tie in with a computer which will give him population capable of being expressed mathematically or photographically can be filed or taken off the computer. It's just the economics of that make it impractical. But, when it becomes cheaper, it is nothing mysterious: you have the console in the room of a building, the information comes over the telephone wires, and all you have to do is pay the bills. So that's the way I see the technological revolution. Right now the paperback is the most revolutionary thing. But it is not to say that in the future these developments won't come into use. It seems to me that the key to all developments is ease and simplicity of operation, portability, and cheapness. So many of the things that we are talking about at this stage are techinically feasible but not economically feasible. I think the libraries ought to have carrels with shelves in them so that the student can use a portable TV receiver, or a slide projector. You check those out at the desk, clamp on your earphones and go to work. Now that's the way to do it for a while. Get that stuff above the reading surface and keep it portable. With the record players you are going to have a little bit of a problem if you want to get good fidelity. You can't get a little bit of a machine that is worth

listening to. But, of course, you could put it on tape and your recording would be all right.

Whatever happens we will still use the book because there isn't any other better way to communicate information and ideas once you get a basic education. If you learn how to read well and learn how to communicate easily, you will still have the gracefulness and usefulness to be called an educated person.

DETAILED PLANNING SESSIONS

The following conclusions are drawn from the six sessions of The Selwyn School Library Conference and are the product of much searching inquiry into each subject. There is little to be gained by the reproduction of transcripts of each meeting, but much valuable knowledge did derive from the Conference. Our aim here is not to present arguments for or against any aspect of library function but rather to offer the considered views of those who contributed their time, knowledge and experience to the conference in an effort to provide not only for Selwyn but for all who may face the difficulties of library planning, a general and specific guide from which any imaginative architect could begin designing, within his cost limitations, a truly functional school library.

Divisions of Library Service

A school such as Selwyn which is divided into upper and lower units should avoid a condition of totally separate libraries and should, ideally, contain one library facility to serve all grades. Not only does the single library avoid duplication of materials but it also eases some aspects of the problems which stem from the extreme diversity of reading levels of students, especially in the upper lower grades and lower upper grades. Many children in these transitional grades would benefit by the availability of reading materials which correspond to their real reading levels, regardless of grade. Too often students of the lower upper grades hesitate to enter the lower school library even though they are aware that the materials of that library are "easier" to read and more in line with their actual ability. The lower school student of high ability would have in a consolidated library a greater number of works available to him.

The problems of the availability of books for classroom use in the lower grades can be easily solved by the use of moveable collections on book trucks or moveable stacks. While it may be useful for a library to contain a room primarily devoted to the display of children's books, all books should be placed in the stacks by subject regardless of the level of academic difficulty.

A consolidated library has the further advantage of lowering cataloging costs, janitorial services and general library clerical chores. There is the additional consideration that younger and older children benefit through closer association in academic matters, for older students can help younger members of the school.

Media and Electronic Equipment

The development of electronic devices useful to students progresses and changes so quickly from one year to the next that library planners should avoid completely (or at least approach with extreme caution) the idea of built-in units. While built-in units are often well-consealed and out of the way, they can also be difficult to service and replace. Dial-studded control panels are very impressive to behold, but they often fail their function by reason of their immobility and rapid obsolescence. The following items should be considered essential to modern library:

1. Movie projection facilities – 8 mm and 16 mm portable projectors should be made available and space provided for projection of films to individuals and groups. There should also be 8 mm projectors available for the showing of single-concept film units.

2. Film strip and slide projectors – These, again, should be easily portable so that they could be checked in and out like other equipment.

3. Record players – While a central listening table (or booth) with multiple connections for headsets for group listening would be of value, first consideration should go to portable units of high quality with good needles and pick up. Earphones should be checked out and in.

4. Video tape – This is an excellent method for preserving important lecture material and demonstrations. Equipment should be as simple to operate as possible and built solidly. Equipment should be completely portable.

5. Closed-circuit T.V. Closed circuit T.V. has great possibilities in the large school or college, but is outside the need or scope of a small school.

6. T.V. sets – The library should contain 27" sets on wheels for group viewing and small individual portable sets (5-10lbs.) to be used at student carrels.

7. Microfilm – The library should seriously consider purchasing microfilms of back copies of magazines and periodicals instead of bulky bound copies of these. (Catalogs and prices are available from University Microfilm Division of Xerox Corporation.)

8. Flat pictures – The library should contain an extensive collection of pictures filed by subject.

9. Framed Art Collection – It is essential that the library display art reproductions and maintain works available for checkout directly from the wall if necessary.

10. Maps, models, globes – These items would be on display in the library and available for class and individual use.

11. Media production lab – The library should contain a permanent area for the production of graphic materials. Ideally, a technician should be available for the production of graphic aids at least half-time.

12. Audio-visual equipment and storage – Equipment must be easily accessible to the librarian for check out. Control must be centralized to avoid delays and duplication of equipment.

13. Maintenance – It is imperative that at least 10% of the original cost of audio-visual equipment be budgeted annually for maintenance. Good repair services must be located and contracted for prompt service.

The Book Collection

The modern library must take into account the phenomenon of the paperback book and take every advantage of it. No longer is it necessary, considering the inexpensive nature of the paperback, for us to purchase multiple copies of so many books which are available in paperback editions. It becomes necessary, however, that the modern library provide space for the display and sale of paperback books. Arrangements should be made for students to be able to exchange paperbacks among themselves. Bookshelf space should be available for this purpose. In addition, the library should provide book-ordering service for students and catalogues of books in print should be made available.

The library should be planned primarily in terms of student reference materials and professional collections for faculty members. Quality should be the watchword in the selection of reference materials, but funds relieved by the phenomenon of the paperback book will allow for tremendous expansion in the scope of reference collections. Systematic acquisition of new issues of books should be made primarily through professional suppliers of libraries.

Most libraries suffer from inadequate work space for library staff and storage space equipment and material not in circulation.

Library Atmosphere

It is imperative that the library be constructed in such a manner that students will be attracted to it. The sterile and imposing atmosphere of lofty buildings filled with books, tables, and hard, straight-backed chairs is the very antithesis of that which we would choose for study at home. A quiet, informal atmosphere must be fostered if the library is to become a comfortable, efficient place for study. There is no reason why certain areas cannot be furnished and carpeted in such a manner as to allow the student to lie on the floor and prop his feet on cushions if he is accustomed to reading in such a position.

Furniture should be chosen with comfort as the first consideration but also to teach by association good taste and aesthetic appreciation of color and form.

Apart from physical characteristics, the library must become the student's favorite place, a place where he can feel totally at ease. He must be made to feel that his library is a giant, manageable tool which will respond to his touch and his will.

The library must be a place where faculty also can study, the book collection being geared to their needs as well as to the students'. It should become the meeting ground of student and teacher, that one place in the universe where the instructor can surround himself with instant references and serve as his students' guide into the collected knowledge of the past and the present.

Cataloging media (Books, films, slides, etc.)

All media within the library should be catalogued by SUBJECT in a central catalogue, and every effort should be made to store together all media on one subject. Film titles should, ideally, be as accessible to the notice of the "browser" as book titles. Suitable cases and holders should be constructed to make shelf storage of different items possible. Light metal cases can be purchased for films and filmstrips which occupy as little room as a book.

The librarian should be relieved of much of the clerical work and should become more of a bibliographer, available to the teaching faculty and individual students. Plenty of spaces should be allowed for processing books and materials as they come in.

The Library and the Classroom

Organized daily lecture classes in the library are probably not feasible and should be avoided as a consideration in library planning unless separate rooms are provided. Seminar classes and group study classes must, however, be provided for, the best method being the provision of large alcoves near pertinent materials. Classes in the humanities are more likely than science classes to require library space in groups. Acoustics must be extremely well-engineered and proper carrel design must be considered if groups are to be taught even occasionally in the library.

Faculty offices should be located in the school library. Students more and more are required to rely upon themselves in studying, requiring only occasional conferences with the instructor. By placing the faculty offices in the library we provide easy access for the student. This new arrangement also provides a meeting ground in the library for student and teacher.

Students must be trained in the use of the library facility, and teachers must be trained in its use by the staff librarians.

The faculty lounge should be located within the library and should contain a double area: one area in which the teacher could meet only faculty members, and another to which he could invite students for informal talks. This lounge area should house the professional collection for the faculty.

Individual Study and Study Carrels

Research indicates that successful students (National Merit Scholars, for instance) display a remarkable similarity in their study habits. Most students prefer to study either in their own rooms or in some secluded spot in the library. Nearly all students indicate that they like to break occasionally to eat a snack during long study periods. The study carrels seems to answer the need for privacy, a large flat working serface, lockable storage for books and articles of clothing such as coats and sweaters. An electrical outlet, double socket, must be available for each carrel. A sturdy chair, preferably padded, with a comfortable back should be provided. Lighting can best be provided by diffused overhead light from the ceiling rather than by a lamp attached to the carrel itself. Traffic must not flow through the carrel area.

Consult *Study Carrels, Designs for Independent Study Space,* by John Beyon Research Associates, for design suggestions.

Check List for Library Plans

The following considerations, while occasionally obvious, constitute the basic points derived from the conference.

1. Tell the architect:
   a. Maximum number of students who will use the library
   b. Maximum number of books to be shelved
   c. Number of reader stations
   d. Requirements of the library office
   e. Requirements of administrative offices
   f. Number of teachers' offices and sizes
   g. Lighting needs (flexible, movable, quality)
   h. Accoustical requirements (should allow for deep quiet in some areas, but should allow for conversation in others)
   i. Color combinations
   j. Furniture types (lounges, tables, carrels)
   k. Storage (audio visual etc.)

2. Consider maintenance
   a. (Cost of $1.00 per sq. foot per year for maintenance of library and for janitorial services reasonable)
   b. 10% of original cost per year for maintenance of audio-visual equipment which has life of only 3–5 years.

3. Concepts
   a. Library should be a "fat" building, not a long building
   b. Library should be arranged with blocks of functions which allow student concentration and good traffic patterns.
   c. Library should contain interior gardens with birds, plants, pools, etc. near center of building
   d. There should be good exhibit and display areas
   e. Ceilings should allow good lighting and acoustics
   f. Library should contain a common area for students and teachers to walk through, have a snack, and converse
   g. Building should contain typewriting room (with excellent soundproofing)
   h. Building should avoid inclusion of language labs, science labs, band rooms, or anything smelly or noisy within the library building

Consultant

Ralph E. Ellsworth Ph.D.	Director of Libraries	University of Colorado Boulder, Colorado

Participants

Elizabeth Bailey	Librarian	The Selwyn School Denton, Texas
Joe Bailey	Assistant Librarian	North Texas State University, Denton, Texas
Ruth Carroll	Librarian	Greenhill School Dallas, Texas
Virginia Clark	Librarian	North Texas Laboratory School, Denton, Texas
Frances de Cordova	Assistant Professor of Library Science	Texas Woman's University Denton, Texas
D. Genevieve Dixon	Director,School of Library Science	Texas Woman's University
John D. Doncaster	Headmaster	The Selwyn School
Bernard L. Fulton	Headmaster	Greenhill School
Richard Gaillard	Head of English Department	The Selwyn School
Joyce Gassaway	Head of History Department	The Selwyn School
Vanice Gilbert	Head of Lower School	The Selwyn School
James Hamilton	Head of Math Department	The Selwyn School
Bobette Higgins	English Department	The Selwyn School
Philip Jonsson	President	The Jonsson Foundation Dallas, Texas

Participants (continued)

William S. Kilborne Jr.	Chairman, English Department	Fort Worth Country Day School Fort Worth, Texas
Dorothy Knepper	Reading instructor	The Selwyn School
Paul Kruse Ph.D.	Department of Library Service	North Texas State University
Joe Luce	History Department	The Selwyn School
Samuel J. Marino Ph.D.	Professor, Library Science	Texas Woman's University
Natalie Murray	Co-Director	Lamplighter School Dallas, Texas
Margaret Nichols	Department of Library Science	North Texas State University
James Rose	Head of Science Department	The Selwyn School
Martin Shockley Ph.D.	Professor of English	North Texas State University
Martha Smith	Assistant Director Education Service Center Region XI	Fort Worth, Texas
Pauline Snowden	Librarian	Fort Worth Country Day School
Marieta Swain	Co-Director	Lamplighter School
Peter Schwartz	Headmaster	Fort Worth Country Day School
John Tomlinson	Trustee	The Selwyn School
Don Walraven	Academic Dean	The Selwyn School
Hans Weichsel, Jr.	Chairman of the Board of Trustees	The Selwyn School
Gudrun Williams	Audio-Visual Director	The Selwyn School
Wm. George Young	Head of Middle School	Greenhill School

SUGGESTED READING

(These are books and articles we have found helpful; the list is not comprehensive, but will serve as a basis from which a school planning a library may make a start on building up a collection of published material of its own).

Books and Pamphlets

Automated Education Handbook, Automated Education Center, 1968.

Designs for Small High Schools, Educational Planning Service, Colorado State College, 1962.

The Imapct of Technology on the Library Building, Educational Facilities Laboratories, 1967.

The Library in the Independent School, Pauline Anderson, National Association of Independent Schools, 1967.

New Spaces for Learning, Center for Architectural Research, Rensslaer Polytechnic Institute, 1966.

Planning Academic and Research Library Buildings, Keyes D. Metcalf, McGraw-Hill Book Co., 1965.

The School Library—Facilities for Independent Study in the Secondary School, Educational Facilities Laboratories, 1964.

A Study on Studying, The Community College Planning Center, Stanford University.

The Use of Carpeting in Forty Colleges and Universities, Educational Facilities Laboratories, 1964.

Papers and Articles

"The Arts, The Humanities, and the School Library", *American Library Association Bullentin*, February 1967.

"The Electronic Revolution in the Classroom: Promise or Threat?" Occasional Paper 14, Council for Basic Education, Washington, D. C., 1967.

"Learning to Learn in School Libraries", Frances Henne, reprint from *School Libraries*, May 1966.

"Planning School Library Quarters", *American Library Association Bullentin*, February 1964.